DOCUMENT RESUME

ED 132 138 SP 010 670

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TITLE An Exploratory Study of the Effects of Inservice Value Clarification Training on Openness of Teacher Assessing Behavior.
PUB DATE Aug 75
NOTE 32p.; Research paper submitted to the Association of Teacher Educators

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS Behavior Development; *Catholic Educators; *Classroom Communication; *Cognitive Measurement; Egocentrism; *Elementary School Teachers; Inservice Teacher Education; *Personal Values; *Sensitivity Training; Student Teacher Relationship; Teacher Behavior; Teacher Workshops
IDENTIFIERS Openmindedness; *Values Clarification; Values Education

ABSTRACT

When asked to assess an object or event that allowed for a variety of points of view, inservice teachers after value clarification training (to a greater degree than before such training): (1) showed more openness to the needs and interests of students as individuals and as a group and less identification with authority figures; (2) indirectly showed, by identifying authorities holding similar or different viewpoints, the degree to which they considered their own messages as subjectively held; and (3) directly signaled their acceptance of the right of others to hold different points of view and gave concrete examples of such people. This change in value behavior was evidenced in a study conducted on K-8 inservice teachers in small Roman Catholic private schools in a training program of value clarification methodology, i.e., (1) acquiring knowledge and skills of value clarification, (2) applying skills in workshop and classroom settings, and (3) assessing real and potential successes and failures in their use. Subjects were administered a pretest, value clarification workshop and posttest, and the data received were interpreted to measure change in the degree of openness in assessing behaviors. The chief finding of the study demonstrated that a relationship existed between a period of value clarification training and the participating inservice teachers increased concern for the needs and interests of individual students. (MB)

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ED132138

AN EXPLORATORY STUDY OF THE EFFECTS OF INSERVICE VALUE CLARIFICATION TRAINING ON OPENNESS OF TEACHER ASSESSING BEHAVIOR

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Summary Report

By

George Lowell Redman

Prepared for the Association
of Teacher Educators

August 1975

SP 010 670

BACKGROUND OF THE STUDY:

VALUE CLARIFICATION AS AN APPROACH

TO OPEN COMMUNICATION

With the evolution of a more pluralistic society, the need to examine ways in which schools and teachers can openly and continuously relate to individuals and groups with diverse values has become particularly great. One approach to the development of more open communication patterns for relating to others was developed and labeled values (or value) clarification by Raths, Harmin, and Simon (1966).[1] The authors hypothesized that:

1. our society does not always present conditions that permit children to effectively develop control over one's own existence;
2. persons who do not develop this control over their lives will often relate to their surroundings via certain behavior patterns--apathy, flightiness, indecisiveness, drift, over-dissension, over-conformity, role-playing, or inconsistency; and
3. when persons who have not had adequate opportunity to clarify relationships between themselves and their surroundings discover such opportunities, they will often use them to assert more rational control over their existences. (p. 219).

Seven characteristics of a valuing process were suggested to help clarify relationships: choosing freely, choosing from alternatives, prizing (being glad about value choices,) publicly affirming value choices, acting on the value, and acting on the value repeatedly over time. The authors asserted that only when all seven criteria are included in the process could some preference be considered a value.

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[1] Raths et al., (1966) cited a study by Weintraub which suggested that students of his teachers who employed value clarification scored significantly higher (at .01 level) on one measure of openness--"listens and shows respect for the ideas and experiences of others." Raths et al., (1966) also directly stated that "openness of communication" is one value which is likely to emerge from value clarification. (p. 227).

Raths and colleagues offered a set of questioning skills and classroom strategies which teachers could use to help pupils clarify their values and hypothesized that use of such value clarification skills and activities would enable pupils to become more positive, purposeful, and proud. Hence, they would experience the psychological security and freedom--the predisposition which would allow them to relate more openly to others.

GENERAL PURPOSE OF THE STUDY

This study was designed to investigate, in a purely exploratory way, the relationship between value clarification training and behaviors of in-service teachers. More specifically, its purposes were: (1) to measure changes in the degree of openness of assessing behaviors of in-service teachers resulting from value clarification training, and (2) to conceptualize and develop an ubobtrusive projective technique for measuring these changes.

Statement of Hypotheses

In this study the investigator tested several hypotheses involving the ability of in-service teachers to assess behavior. It was hypothesized that when asked to assess (describe or evaluate) an object or event which allowed for a variety of points of view, in-service teachers after value clarification training would to a greater degree than before such training:

1. signal acceptance of value clarification tenets by communicating openness (receptivity) to the needs and interests of students:

   a. first, as individuals;

   b. second, as a group;

and less identification with and/or support of needs and interests of authority figures in classroom and school settings;

2. indirectly signal cognizance of the degree to which a message is considered by the sender as subjectively held by identifying persons who:

a. hold a point of view represented in their message, and/or;

b. hold a point of view other than that represented in their message;

3. directly signal acceptance of the subjectivity of a personal assessment by employing a qualifying phrase which communicates acceptance of:

a. the right of others to hold different points of view based on their personal value system, and/or;

b. other persons who hold different points of view based on their personal value systems.

Definition of Terms

The term value as used herein is defined as those life-guiding preferences (for what is good, worthwhile and/or beautiful) which are chosen freely, prized, and acted upon by an individual or group (Raths, et. al., 1966).

The term value clarification is used to denote a process through which one rationally and openly examines and clarifies cognitive, affective and behavioral aspects of value choices emphasizing the seven characteristics of the valuing process as defined (Raths, et al., 1966) in the preceding section. A description of behaviors which facilitate the valuing process are included in Appendix B-2 of the thesis. Value clarification training

as used herein refers to the teaching of value clarification theory and methodology. The skills and strategies for such training are derived from the text by Raths et al., (1966).

Meaning of the message is viewed as the internal composition or substance of the message. It includes both intended meanings (intent) and expressed meanings (content). It focuses on what is being said internal to the message rather than factors external to the message such as who does or does not buy into the meaning of the message being sent. In the statement: "I personally believe that A+B = C" constitutes the message. "A" "B" and "C" and their relationship ("+" and "=") are portions of the substance or meaning of the message. "I personally believe that" is viewed in this study as a qualifying phrase which is external to the message which identifies the degree to which the message is subjectively (uniquely) held.

Qualifying phrases of interest in this study are those which are employed to signal the degree to which a message is considered by the sender to be subjectively held. A message expressing a point of view can be considered by the sender to be held uniquely by one or a very few persons, or it can be considered to be held commonly by many persons. The degree to which one is operating from a subjective perspective can be communicated by employing a qualifying phrase such as" "I personally think..." or "I myself feel..." Both descriptions and evaluations can be qualified by such phrases.

Concern for Needs/Interests. In this study, "concern for needs and interests..." or simply "concern for..." will denote instances of identification with and/or support of, a specified person and/or group.

In this study written statements of assessment were expected to imply or express identification with and/or support of: (1) a teacher, (2) an individual student, (3) students as a group. (4) a combination of teacher and student, or teacher and students, or (5) none of the above (i.e., the statement would not apply to such categorizations.)

To assess behavior refers to the process of describing and/or evaluating behavior. Assessments with descriptive meanings intend and express factual assertions about real objects or events (e.g. behavior.) Statements with valuative meanings intend or express assertions about one's preferences for real objects or events. The factual statement, "the teacher smiled when she talked" is an assertion which describes a relationship between the teacher and the behavior of smiling. In the valuative statement, "it was good that she smiled at that time," a preference is shown for the behavior of smiling.

In general, descriptive statements are assertions of what is, was, or will be, given one's preferences. Descriptive statements "merely tend to categorize various phenomena in the real world and not express a preference for them." Valuative statements employ the use of a rating term such as "good-bad," "right-wrong," "beautiful-ugly," to signal an evaluation. According to Wehlage and Anderson (1972) two characteristics are essential to the notion of a valuative message: "(1) a rating word must be used or implied, and (2) the entire construction must function to express a preference."

ASSUMPTIONS UNDERLYING THE STUDY DESIGN

The research summarized in this report was based on several assumptions. First, it was assumed that in a world characterized by increasing complexity, there is a need to develop more open communication systems for relating to individuals and groups with diverse backgrounds and values. Second, it was

assumed that one potentially fruitful approach to the development of more open communication systems was the increasingly popular but relatively untested approach called values (or value) clarification originated by Louis Raths. Third, that schools and teachers as social institutions and agents thereof, must assist in the examination of approaches which hold potential for fostering openness of communication. Fourth, that "openness" could be operationally defined in a way that would facilitate the development of fruitful hypotheses and perfecting methods for analyzing and measuring the defined behaviors. Fifth, it was assumed that a promising projective measurement technique could be developed to measure the effects of value clarification training at the inservice level.

SIGNIFICANCE OF THE STUDY

The school as a social institution can make a major contribution by assisting in the examination of new developments in education which hold potential for fostering more open and human communications systems. Superka (1974) asserted that "values education is currently one of the most exciting and explosive new developments in education," and that there has been in the last several years "a spectacular upsurge of interest in and emphasis on 'values' and 'valuing' in education." Moreover, the author noted that value clarification is one of the "most widespread and controversial approaches to values education" which has been developed.

Despite the increasingly intense focus on values education the following problems have persisted: (1) confusion and disagreement over the meaning of key terms used in values education; (2) doubt on the part of many administrators, teachers, students, and parents concerning the role

of the school in teaching values; (3) a generally inadequate level of teacher training in values education; (4) an influx of relatively inexperienced persons in the movement as conductors of workshops and developers of materials; (5) an overwhelming amount of curricular and instructional materials which have been and continue to be produced and disseminated; and (6) a lack of reliable, tested, applicable evaluative procedures and instruments to measure the effects of training in various areas of values education, such as value clarification (Superka, 1974). Proponents of value clarification (Raths, et al., 1966) concur that of the reported research studies on value clarification:

> ...none was without weakness of design or measurements. Thus far, behavioral observations, mainly through rating scales of questionable reliability, have been used with this theory. Improvements in such observational schemes would be extremely helpful. (pp 218, 221).

The author called specifically for the development and use of projective techniques in research on values. It was anticipated that (in addition to measuring effects of in-service training in value clarification) the present study would contribute to such efforts.

In summary, in a pluralistic society where diverse values abound, sound approaches to values education become necessary. Development of such approaches can be facilitated by "translating communication-oriented concepts into operational definitions, developing fruitful hypotheses, and perfecting methods for observing, analyzing and measuring the defined behaviors" (Lewis, 1968). Such an approach is taken in this study to investigate the effects of value clarification training on assessing behavior of in-service teachers. If the hypotheses of the study are upheld, it will support value clarification as an approach which offers fruitful techniques for fostering open communication. If the hypotheses

of the study are not upheld, it would suggest that the effects of value clarification proposed in this study are not necessarily real effects which could be expected from value clarification training, at least not in this or similar situations. In either case, this exploratory study should contribute to the identification of potentially fruitful directions for further inquiry. In addition, the projective measurement technique developed in this study should offer useful points of departure for perfecting methodologies for research in values education.

RESEARCH PROCEDURES

As noted earlier, this study was designed to investigate the relationship of value clarification training and the assessing behaviors of in-service teachers--to measure changes in the degree of openness as reflected in and through statements of assessment made by teachers before and after in-service training in value clarification theory and methodology.

Findings of professional literature reviewed in Chapter II of the thesis suggested to the writer that teacher openness could be operationally defined to include two kinds of behavioral indicators:

1. teacher willingness to show concern for (identification with and/or support of) student needs and interests, as opposed to concern only for needs and interests of authority figures (e.g. teachers,) and

2. teacher identification of the degree to which a statement of assessment is considered to be subjectively held.[2]

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[2]In addition, since the format of the treatment of this study was that of an in-service value clarification training program, research employing such a format was also reviewed. Included in this review were reports of findings of studies related to the effects of in-service value clarification programs of various formats on such variables as teacher knowledge and use of the value clarification skills and techniques, teacher self-concept, and thinking skills of students.

In short, the study was designed to measure the effect of value clarification training on the degree to which teachers in and through statements of assessment communicate:

1. concern for needs and interests of individual students, and

2. recognition that they consider a statement of assessment as subjectively held. The hypotheses were stated specifically on pages 2 & 3 of this report.

Description of the Treatment Scope of the Treatment. The training program in value clarification methodology (independent variable) consisted of seven sessions, six of which were three clock hours in length and one of which was six clock hours in length, for a total of twenty-four clock hours. The seven sessions were spaced at one week intervals so that subjects would have opportunity to apply skills learned in the workshop to instruction in their own classrooms. The training program was offered to each of two groups. This investigator was the trainer for all seven sessions of training received by Group 1. A colleague with whom this investigator has worked for several years was the trainer for Group 2.

General Nature of the Treatment. The purpose of the training program was to assist subjects in (1) acquiring knowledge and skills of value clarification, (2) applying such knowledge and skills in workshop sessions and in classrooms, and (3) assessing real and potential successes and failures of their use. More specifically, participants were, as a result of the program expected to be able to (a) comprehend the position of proponents of value clarification regarding aspects of the value clarification model such as the need for the model, the goals, and means, its theoretical constructs, assumptions and hypotheses, and the supporting research, (b) comprehend potential desirable and undesirable instructional

and nurturant effects related to implementation of value clarification skills and strategies in classrooms, schools and communities, (c) apply value clarification strategies in helping self and others clarify value issues, (d) synthesize value clarification strategies relevant for own classroom, school and community, and (e) assess the potential of value clarification skills and strategies for own personal and professional use. Sessions were experiential in nature so that participants could practice skills and strategies through active involvement. Numerous activities based on value clarification classroom strategies and on the general clarifying response, were employed. An explication of specific means for achieving treatment program goals, as included in the original thesis, was omitted from this report in the interest of brevity.

A more in-depth description of the treatment model, based on concepts for analyzing and describing teaching models developed by Bruce Joyce (1972) is included in the original thesis. Included is a description of: (1) the orientation or focus of the treatment, (2) the syntax or phrasing of the treatment, (3) principles of reaction by trainer, (4) social system characteristics of the treatment model, (5) classroom implementation (theory-practice), (6) general applicability of the treatment model, and (7) support systems necessary for the treatment model.

Research Design and Application of the Design

To test the hypotheses of this study, a design was selected which was appropriate for purposes of this study and at the same time did not violate purposes of a larger "Comparison of Four Human Relation Models" research project.[3]

[3]"A Comparative Study of Four Human Relations Models," (Department of Clinical Experiences, College of Education, University of Minnesota, 1972).

The following diagram illustrates the design of this study:

Figure 1.1

GENERAL DESIGN OF THE STUDY

Group 1	O_1	X_1	O_2		
Group 2			O_3	X_2	O_4

In figure 1.1 the symbols "O_1" and "O_2" represent the pretest and postest administered to Group 1. The symbols "O_3" and "O_4" represent the pretest and postest administered to Group 2. The symbols "X_1" and "X_2" represent the treatment received by Group 1 and Group 2 respectively.

Analysis of the Data

In order to test the significance of more than one variable, a 2x2 repeated measure factorial design was employed. The independent variables tested were those of: (1) group and (2) treatment, as well as the interaction effects between the two variables. Dependent variables were categories of the measurement scheme employed to test the hypotheses of the study specifically, categories which measured teacher (1) concern for needs and interests of students, and (2) the extent to which teachers consider a statement of assessment to be subjectively held. The key comparison was between combined Group 1 and Group 2 pretest scores and combined Group 1 and Group 2 postest scores.

Figure 1.2

INDEPENDENT VARIABLES IN THE DESIGN

	PRE	POST
Group 1	J_1 J_2 J_3	J_1 J_2 J_3
	J_1 J_2 J_3	J_1 J_2 J_3

Key: "J" = judge

The dependent variables in the analysis of data related to the first hypothesis were each of the five subcategories of statements of assessment which signaled concern for one or more of the characters in the stimulus material. The amount of data related to the second and third hypotheses was not sufficient for statistical analysis. The F ratio provided a measure of the relationship of treatment, group and interaction to each of the five categories of concern statements related to the first hypothesis.

The advantages of the repeated measure design such as the one employed in this study were discussed by Dayton (1970):

> .....the concept of matching groups of subjects which receive different treatment was introduced as one way in which the precision of an experiment can be increased. In practice, repeated measures designs are most often utilized for one of three purposes: First, as alluded to above, the "matching" of a subject with himself provides comparisons involving highly homogeneous material. Hence, we should expect repeated measures designs to be considerably more powerful than designs utilizing completely random groups of experimental subjects and, at least, somewhat more powerful than randomized blocks experiments. Second, the use of repeated measures reduced the number of experimental subjects required to conduct an experiment. Since each subject is utilized more than once, it is often possible to effect substantial savings in time and cost of experimentation...(pp. 244-245).

Description of the Population and Sample

The subjects in both Group 1 and Group 2 were in-service teachers and/or administrators of grades K-8 in small private schools of Roman Catholic affiliation. Subjects in Group 1 were teaching in the Minneapolis-St. Paul metropolitan area of nearly two million inhabitants, while Group 2 subjects were located in towns of less than five thousand inhabitants.

The age range in both groups was from twenty-one years to sixty years, with at least forty percent of each group between the ages of twenty and thirty. Group 1 was composed of eighty-one percent female subjects while Group 2 was composed of ninety-one percent female subjects. Approximately eighty-five percent of subjects in each group had acquired between one and five years of teaching experience. Approximately sixty percent of the subjects in each group were teaching at the elementary (K-6) level with the remainder teaching in grades seven and eight. Over sixty percent of the subjects in each group had no previous formal human relations training.[4]

Sampling Procedure

The subjects of the study volunteered to participate in a larger federally-funded project called "Comparison of Four Human Relations Models." In so doing they agree to:

1. receive training in one of four human relations models[5]

2. meet time commitment requisite for the training as negotiated by the instructor and group and

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[4]More complete tables which compare descriptive characteristics of subjects in the two groups with regard to sex, age, years in present school, total school (working) experience, highest degree, present position, subject(s) taught, grade level taught, and previous human relations training, are presented in Appendix C-1 of the thesis.

[5]Volunteers chose the value clarification model from a selection of: (1) Value Clarification, (2) Power/Powerlessness (3) Human Development Training and (4) Teacher Effectiveness Training.

3. cooperate in the collection of data within the research project, with knowledge that refusal to disclose information would be honored and that withdrawal from the project at any time was possible.

In return, each volunteer would receive three tuition-free University credits. Approximately fifty percent of the total faculty of each school volunteered to participate in the training program. After having volunteered to participate in the project, two groups selected the value clarification model as that in which they would receive training. Teachers in these two groups served as subjects for this study.

The Measurement Technique Employed

The measurement technique employed to ascertain changes in teacher assessing behavior was designed specifically for this study. In response to assertions by Raths et al., (1966) that: (1) "Paper and pencil tests which obtain 'what persons say they value' fall short in usefulness for value clarification research," and that (2)"the possibilities of ...projective techniques,...need further exploration," an unobtrusive projective procedure was developed. The procedure included:

1. having subjects view a film portraying classroom interaction that focused primarily on a conference between one student and a teacher,

2. having subjects assess (describe or evaluate) in writing the performance of the teacher in the film, and

3. classifying the written statements of assessment which expressed concern for needs and interests of various persons in the film or which signaled that the assessment was considered to be subjectively held.

More specifically, subjects in the two groups were asked to observe and react to classroom events portrayed in a nine minute film.[6]

[6]The film was part of the Critical Moments in Teaching Series by Holt, Reinhart, and Winston, entitled "I Walk Away in the Rain."

The film which was used as the stimulus for eliciting subject statements of assessment was selected because of its open-ended viewer responses. The film portrayed some teacher large-group interaction and some one-to-one interaction between the teacher and individual students. In a conference with a particular student the teacher was portrayed as encouraging the student to respond more thoroughly and actively to school assignments. Among other things she emphasized that good grades in high school are required for college admission. The variety of points of view represented in subject assessments centered around two bipolar positions: (1) teachers should maximize student attainment of teacher-determined goals, and (2) teachers should maximize efforts to elicit, accept, and facilitate the achievement of student-determined goals.

After the teachers viewed the film the following statement was written on the blackboard: "Please assess (describe and/or evaluate) Mrs. Lewis's (the teacher) behavior in the film." Subjects were asked to respond in writing to the statement on the blackboard. A period of five minutes was allowed for subjects to assess the filmed classroom episode.

Constructs of the Measurement Scheme. The hypothetical constructs for classifying written statements of assessment were derived from the foundations of value clarification theory as supported by related literature. The category system used to test the hypotheses of the study consisted of two parts. The first part of the category system was designed to test the first hypothesis of the study. The second part of the category system was developed to test the second and third hypotheses.

The major categories and subcategories of the category system were as follows:

I Messages signaling concern for (i.e. identification with and/or support of) interests and/or needs of specified persons are classified as:

A. messages that express concern for an individual student,

B. messages that express concern for students as a group,

C. messages that express concern for the teacher or other authority figure in the school,

D. messages that express concern for both the teacher and student(s),

E. messages that do not express concern for any person or group.

II Qualifying phrases identifying the degree to which a message is considered by the sender as subjectively held, are classified as:

A. indirect qualifiers that identify:

1. person(s) who hold the message offered;

2. person(s) who hold a point of view other than that expressed in the message offered.

B. direct qualifiers that acknowledge acceptance of the:

1. right of others to hold different points of view based on personal values,

2. person(s) who hold points of view that differ from that of the message offered.

Description of Procedure for Scoring the Data. Several steps were taken to assemble the written assessments for classification by the judges. First, measures were taken to insure that judges could not identify whether a given protocol was secured from either a pre or post response situation, or from participants in either Group 1 or Group 2. The term "protocol" as used herein refers to a complete pre or post set of statements of assessment written by one subject.

Next, the researcher identified and marked with a set of enclosing parentheses, each unit within each protocol to be classified by the judges. The unit so identified and marked was in most instances a sentence; however, a group of words representing a complete thought was also

considered to be a unit warranting classification. The mean number of statements per protocol was 5.3. A frequency distribution of statements per protocol is shown in Figure 1.3. The total number of protocols was 76 (19 pre and 19 post protocols from each of two groups.)

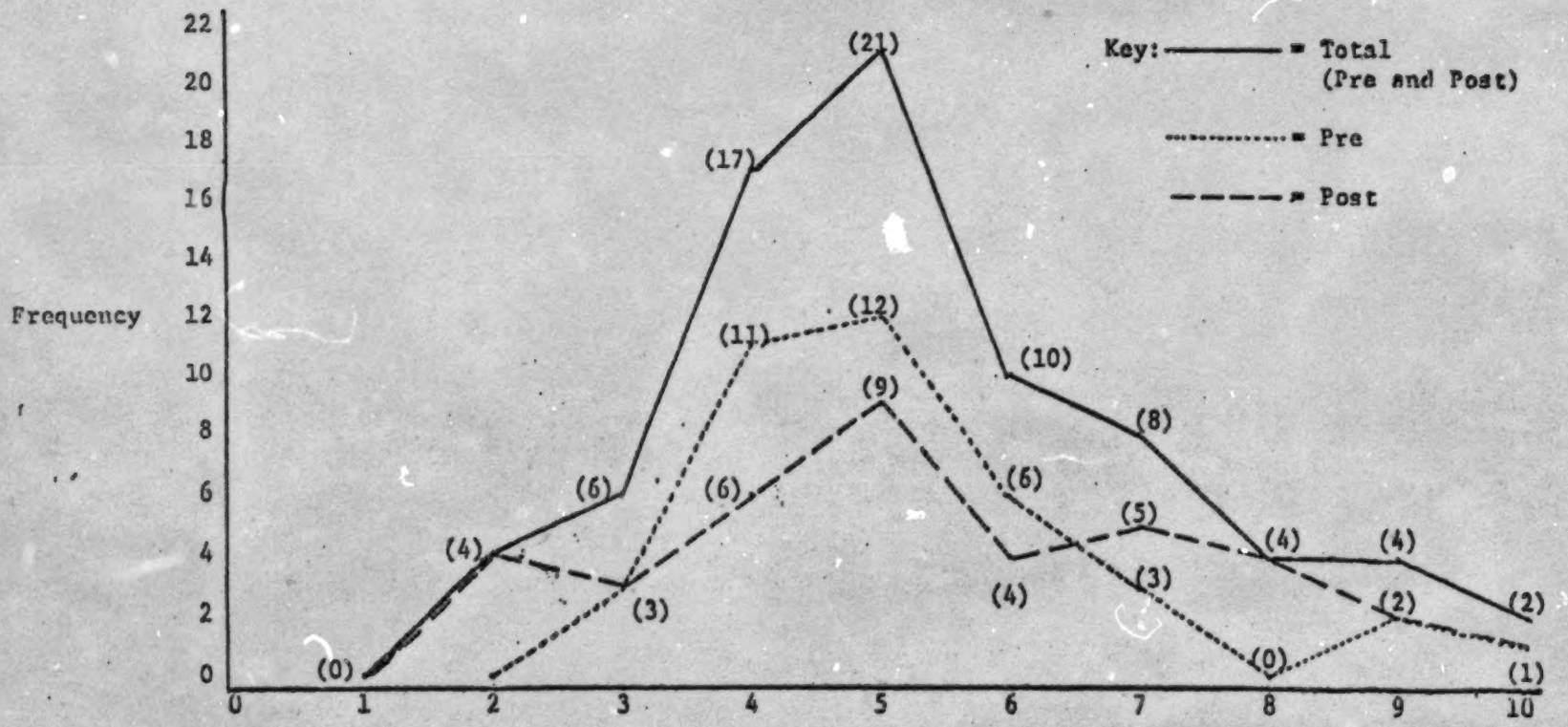
The next step was to divide the total number of protocols into three sets that could be assigned to the three judges. Each judge was randomly assigned a common set of 13 randomly selected protocols for purposes of computing interrater reliability on the actual data. This step was taken to avoid having to rely solely on interrater reliability estimates which had been computed using pilot data.

In addition to assigning a common set of 13 protocols to each judge, approximately on-third of the remaining 63 protocols were randomly assigned to each judge. The purpose of this latter division was to reduce the number of statements which each judge had to classify. In addition to the 13 common protocols, judges 1 and 2 classified a third set composed of 23 protocols. In terms of numbers of statements, judge 1 classified 172 units which had been identified by the researcher, while judge 2 classified 175, and judge 3 classified 194. The 71 statements comprising the 13 protocols common to all three judges were included in the final tally <u>for judge 1 only</u> so that those 71 statements would not receive triple weighting.

After the protocols had been classified the frequencies of statements classified in each category were tallied by group, treatment and judge. Raw scores were converted to percentages so that a set of pre or post protocols containing a larger number of statements would not receive a heavier weighting than one with fewer statements. These percentage scores were used in testing the significance of the several hypotheses using the analysis of variance. The process described above was also used in assembling and distributing data for the second set of three judges who

Figure 1.3

FREQUENCY DISTRIBUTION SHOWING NUMBERS OF CLASSIFIED STATEMENTS PER PROTOCOL



classified the same data according to criteria related to hypotheses 2 and 3 and the ancillary questions which arose during the study.

Description of Criteria for Classifying Concern Statements

The first set of three judges were asked to classify each unit enclosed in parentheses on the basis of its belonging to one of five subcategories signaling concern for (identification with and/or support of) the needs and interests of (1) the teacher, (2) the student as an individual, (3) the students as a group, or (4) both the teacher and student(s), or as not expressing concern for a referent in the film, in which case it was to be classified as (5) not applicable.

In general, messages that expressed concern for a specified referent in the film (i.e. the teacher, student, or students) were classified as signaling concern for that referent if (1) the referent was the subject of the statement and if a positive valence was expressed by the statement, or (2) if another person was the subject of the sentence and a negative valence was expressed toward that person (because presumably that person's behavior had a deleterious effect on the referent.) An example of a statement easily classifiable according to the first criterion is "Tom had some good ideas of his own." Here Tom (the referent) is the subject of the statement and a positive valence is expressed by the statement. An example of a statement which meets the second criterion is, "Mrs. Lewis should have clarified Tom's values." In this example the person who is the subject of the sentence is Mrs. Lewis, and a negative valence is directed toward her because of a deleterious effect her behavior has had on Tom (the referent.) Both examples would hence be classified as showing concern for the needs and interests of the student as an individual. A complete list of criteria for scoring concern statements is included in Appendix A-2 of the thesis.

Ground Rules for Classifying Concern Statements

Certain ground rules became conventions for classifying the statement of concern by the judges. For instance, judges were first instructed to read the entire protocol before classifying any individual statements. This procedure provided judges with a context in which to view individual statements. Secondly, judges were directed to "classify doubtful statements into categories which are consistent with the prevailing balance" (Flanders, 1967, p.50) of statements expressing concern. Thirdly, judges were cautioned to interpret statements conservatively, being careful not to attribute a positive or negative valence unless clearly indicated. The ground rules are described fully in Appendix A-3 of the thesis.

Criteria for Classifying Phrases Signaling Sensitivity to Subjectivity

The second part of the total classification system focused on classification of qualifying phrases which indicated the degree to which a message was considered by the sender as subjectively held. A complete outline of this portion of the category system and ground rules for scoring is provided in Appendix A-4 of the thesis.

Evidence of Validity and Reliability

Efforts were made in the study to determine the construct validity of components upon which the classification system was based. With the assistance of colleagues who had in-depth training and experience in value clarification theory and methodology, theoretical implications of the value clarification approach were examined. Hypotheses relating the theory to Raths' assertion that value clarification fosters openness were logically deduced. Next, categories for classifying behaviors presumed to be indicators of openness were defined. The potential use of these categories

was tested on pilot data and subsequently redefined. Review of various research and development efforts which focused on such concepts as "classroom climate," "openness of communication," "value clarification," and related concepts provided insight for further modification. Finally, the constructs were reviewed, critiqued and generally accepted as valid in terms of content and skills preported to emanate from value clarification training by several colleagues who were educators and experienced trainers of value clarification techniques (Anderson, 1975 and Paulson, 1975).[7]

Interrater Reliability

In order to reduce bias possibly arising from the interpretive classification of statements, two judges in addition to this investigator independently classified the statements of assessment related to the first hypothesis. The judges were selected on the basis of the following criteria: (1) possession of in-depth knowledge of the philosophy and methodology of value clarification, and (2) possession of interest and ability to make linguistic distinctions necessary for analyzing data. They were trained to use the category system in a three-hour training session. Interrater reliabilities as determined by the Scott formula (Scott, 1955) are reported in Table 1.1.

Table 1.1

COEFFICIENTS OF AGREEMENT FOR CLASSIFYING CONCERN STATEMENTS

	Judges 1 & 2	1 & 3	2 & 3	Mean for all judges
Pilot Data	.79	.69	.90	.79
Actual Data	.93	.87	.92	.91

[7] It is anticipated that this investigator (and hopefully others) will, through use of this measure, provide additional data on the relationship between the measure and variables of sex, age, previous "human relations," "affective education" or other similar training, as well as on the relationship between this and other known and well-used measures.

In similar fashion, a team of three different judges classified the protocols according to whether a message unit was qualified by a phrase which signaled sensitivity to subjectivity. In addition, they coded each message as: (1) descriptive vs. valuative, (2) referring to overt vs. covert behavior, and (3) using terms and phrases which were consistent vs. non-consistent with terminology characteristic of value clarification. In other words, the second team of three judges independently examined the same data to test hypotheses 2 and 3 and to answer ancillary questions posed by this investigator. Coefficients of agreement among judges who classified data related to ancillary questions are shown in Table 1.2

Table 1.2

COEFFICIENTS OF AGREEMENT FOR CLASSIFYING DATA RELATED TO ANCILLARY QUESTIONS

Category	1 & 2	1 & 3	2 & 3	Mean for all judges
Descriptive-Valuative	.41	.91	.45	.59
Covert-Overt	.68	.72	.55	.65
Consistent-Nonconsistent	1.00	1.00	1.00	1.00

No interrater reliability coefficients were calculated for categories related to hypotheses 2 and 3 because of the extremely low number which existed in the data.

Limitations

The study was designed to control for the main effects of maturation, testing, instrumentation and differential regression. However, the effects of history equivalent regression, mortality, and interaction (e.g. of selection-history) could have affected the internal validity of the study. External validity could have been affected by selection (i.e. differential volunteering

and lack of random assignment) and/or a reactive or interactive effect of testing (Campbell and Stanley, 1969). In addition, the projective technique devised for the purposes of this study had not been subjected to previous tests of validity or reliability. Lastly, generalizability of the results of the study is limited to the degree that a single sample of subject assessing behavior is situational or unique (i.e. not typical of a general style of assessing.)

ANALYSIS OF THE DATA

Analysis of variance (using the F statistic) was used to determine how much of the total score variance was attributable to the variables of group, treatment, (and judges). The main reasons for using a parametric statistic were: (1) the number of statements per protocol were normally distributed about the mean, (2) scores in subcategories within the major classifications (e.g. concern statements) were not independent, and (3) parametric tests are generally more powerful; that is, they require smaller samples in order to yield the same level of significance. Moreover, "studies have shown that moderate departure from theoretical assumptions [of parametric tests] have very little effect upon the value of the parametric technique." (Borg and Gall, 1971, p.311) The five percent level of significance was established as the level of probability at which to accept or reject the hypotheses.

FINDINGS

Related to Hypothesis I

The findings on hypothesis 1 have been summarized in Table 1.5 for all means when subdivided into groups, treatments, and judges on each of the five concern categories. As indicated in Table 1.3 the F ratios testing the significance of Group 1 and Group 2 effects on categories of concern statements were below the .05 level of probability in all cases.

The effects of the treatment, however, for both Group 1 and Group 2 on the percentage of statements by participating teachers showing concern for the student as an individual was significant at the .05 level of probability. There was a concomitant significant decrease for both groups in percentage of statements by subjects showing concern for the teacher and for students as individuals (.572) was more than twice as large as that held prior to treatment (.260).

Table 1.3

CELL MEANS OF GROUPS AND TREATMENTS, BASED ON CONCERN CATEGORIES (EXPRESSED IN PERCENTAGE OF STATEMENTS SHOWING CONCERN)

	Group			Treatment		
	1	2	F	Pre	Post	F
Concern Category						
Student as individual	.325	.506	2.66	.260	.572	291.40*
Teacher	.543	.346	3.23	.543	.346	77.33*
Students as Group	.100	.125	1.00	.171	.053	30.00*
Both Teacher and Student(s)	.008	.010	1.00	.010	.008	1.00
Not Applicable	.025	.015	1.00	.015	.025	1.00

*Significant at the .05 level of probability

Note: See Appendix E-1 through E-5 of the thesis for analysis of variance tables which indicate details of calculating F ratios.

[8]The decrease in statements expressing concern for teacher and students as a group is viewed here as a concomitant occurrence necessitated by the fact that this portion of the category system is a closed system (i.e. as the percentage of one or more other categories must fall because the total constitutes 100 percent.)

A somewhat clearer picture of changes which occurred for hypothesis 1 has been plotted graphically in Figures 1.4 and-1.5

Figure 1.4

COMBINED GROUP 1 AND GROUP 2 MEANS OF PERCENTAGE OF STATEMENTS EXPRESSING CONCERN FOR THE STUDENT AS AN INDIVIDUAL

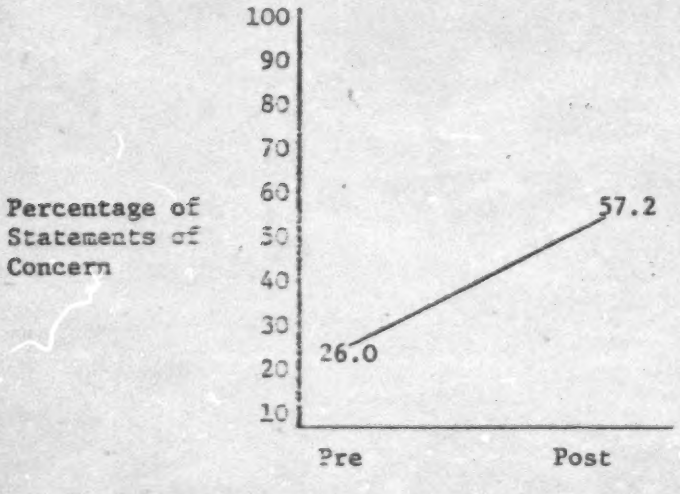
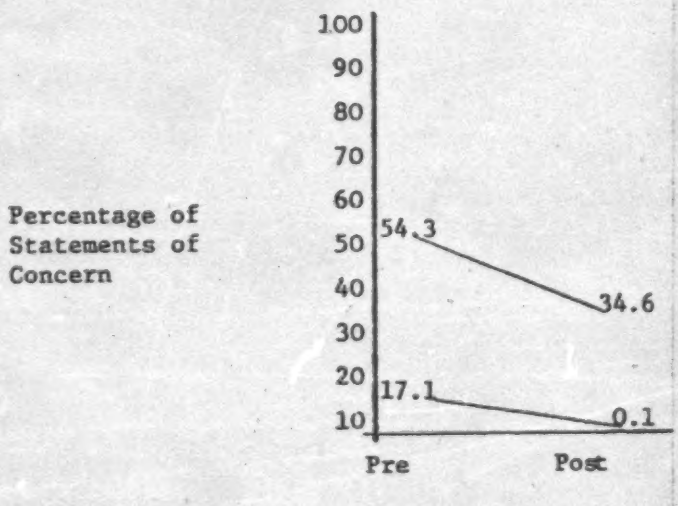


Figure 1.5

COMBINED GROUP 1 AND GROUP 2 MEANS OF PERCENTAGE OF STATEMENTS EXPRESSING CONCERN FOR THE TEACHER AND FOR STUDENTS AS A GROUP



As illustrated in Figure 1.4, the combined group means of the percentage of statements expressing concern for the student as an individual rose from a pre-level of 26.0 percent to a post-level of 57.2 percent.

Figure 1.5 illustrates the pre-post trend for combined groups in percentage of statements showing concern for needs and interests of the teacher in the film, and those expressing concern for needs and interests of students as a group.

Related to Hypotheses 2 and 3

In similar fashion, the second and third hypotheses tested differences in statement means for in-service teachers with and without value clarification when asked to assess an object or event allowing for a variety of points of view. The number of indirect and direct qualifying phrases which signaled the degree to which a statement of assessment was considered to be subjectively held was too low to meaningfully apply any test of significance or to suggest any trends.

Other Findings

Several ancillary questions arose during the development of this study. One addressed whether a training program in value clarification would encourage in-service teachers to become more descriptive or valuative (if given the choice) when assessing an event involving classroom interaction.

For the purpose of collecting data with which to address this question, the second team of three judges classified each statement of assessment as descriptive or valuative. Findings indicated that Group 1 and 2 subjects combined employed 31.0 percent valuative statements (N=255) before and 34.5 percent valuative statements (N=271) after the treatment, obviously well within chance caliability.

A second question sought to determine whether value clarification training encourages in-service teachers to focus on (identify) covert or overt behaviors in their written assessments of the filmed teacher-student interaction. Groups 1 and 2 when combined were found to describe or evaluate overt behavior in 44 percent of their written statements before (N=260), and 52 percent after the treatment (N=262), again well within the bounds of chance distribution.

A third question was whether teachers with value clarification training more often signal acceptance of value clarification training more often signal acceptance of value clarification theory and methodology (skills) by employing terminology characteristics of value clarification theory and methodology in written assessments. Group 1 and Group 2 combined employed terminology consistent with value clarification theory and practice in 45 percent of their valuative statements before the treatment (N=78) and in 64 percent after the treatment (N=83), an increase of 19 percent, also within chance variability.

Summary

The chief finding of the study demonstrated that a relationship existed between a period of value clarification training and the participating in-service teachers increased concern for the needs and interests of individual students. A causal relationship could hardly be attributed to this phenomenon in light of the design of the study and numbers of participants involved but the fact that this mean difference before and after such training was significant at the .05 level of probability indicated that a relationship did exist between training and concern for individual students.

FURTHER DIRECTIONS FOR RESEARCH

The study reported herein is the first of several planned studies on the effects of in-service value clarification training on in-service teacher behaviors. A second study will focus on analysis of audio-tapes of classroom teaching by the same subjects as in the present study, before and after value clarification training to measure changes in operationally defined aspects of classroom communication (e.g. "openness"). A third study will attempt to investigate the relationships among three categories of data on the same subjects: (1) written statements of assessment, for the purposes stated in this report, (2) audio tapes of classroom communication to determine if skills allegedly acquired are employed in the classroom setting, and (3) standardized tests including the Personal Orientation Inventory by Shostrom (1965), Values Education by Schultz (1962), Organizational Climate Description Questionaire by Halpin and Croft (1962), and Conceptual Systems Test by Harvey, Hunt and Schroder (1961), to determine relationships which may exist between constructs of subscales on standardized tests and those developed by this investigator for analyzing teacher written statements of assessment and teacher classroom (verbal) communication.

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